

Chart for Resources Aligned to Standards

KYAE Common Core Standards for English Language Arts Grade 1

Reading Standards for Literature

RL 1.1 – 1.5

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| <i>Key Ideas and Details</i> RL1.1 Ask and answer questions about key details in a text. | | | | | | |
| RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | | | | | |
| RL1.3 Describe characters, settings, and major events in a story, using key details. | | | | | | |
| <i>Craft and Structure</i> RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | | | | |
| RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

RL 1.6 – 1.10

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| RL1.6 Identify who is telling the story at various points in a text. | | | | | | |
| <i>Integration of Knowledge and Ideas</i> RL1.7 Use illustrations and details in a story to describe its characters, setting, or events. | | | | | | |
| RL1.8 (Not applicable to literature) | | | | | | |
| RL1.9 Compare and contrast the adventures and experiences of characters in stories. | | | | | | |
| <i>Range of Reading and Text Complexity</i> RL1.10 With prompting and support, read prose and poetry of appropriate complexity for NRS Level 1. | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

Reading Standards for Informational Text

RI 1.1 – 1.5

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| <i>Key Ideas and Details</i> RI1.1 Ask and answer questions about key details in a text. | | | | | | |
| RI1.2 Identify the main topic and retell key details of a text. | | | | | | |
| RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | | | | |
| <i>Craft and Structure</i> RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | | | | |
| RI1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

RI 1.6 – 1.10

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | | | | | |
| <i>Integration of Knowledge and Ideas</i> RI1.7 Use the illustrations and details in a text to describe its key ideas. | | | | | | |
| RI1.8 Identify the reasons an author gives to support points in a text. | | | | | | |
| RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | | | | |
| <i>Range of Reading and Text Complexity</i> RI1.10 With prompting and support, read informational texts appropriately complex for NRS Level 1. | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

Reading Standards: Foundational Skills

RF 1.1 – 1.2

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| <i>Print Concepts</i> RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | | | | | |
| <i>Phonological Awareness</i> RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

RF 1.3

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| <i>Phonics and Word Recognition</i> RF1.3 Know and apply phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read level-appropriate irregularly spelled words. | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

RF 1.4

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| Fluency RF1.4 Read with sufficient accuracy and fluency to support comprehension. <div> <div>a.</div> <div>Read on-level text with purpose and understanding.</div> </div> <div> <div>b.</div> <div>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</div> </div> <div> <div>c.</div> <div>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</div> </div> | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

Writing Standards

W1.1 – 1.5

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| <i>Text Type and Purposes</i> | | | | | | |
| W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | | | | | |
| W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | | | | | |
| W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | | | | | |
| <i>Production and Distribution of Writing</i> | | | | | | |
| W1.4 (Begins in grade 3) | | | | | | |
| W1.5 With guidance and support from instructor, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

W1.6 – 1.10

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| W1.6 With guidance and support from instructor, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | | | |
| Research to Build and Present Knowledge W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | | | | | | |
| W1.8 With guidance and support from instructor, recall information from experiences or gather information from provided sources to answer a question. | | | | | | |
| W1.9 (Begins in grade 4) | | | | | | |
| Range of Writing W1.10 (Begins in grade 3) | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

Language Standards

L1.1

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print all upper-and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He eats; We eat</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

L1.2 – 1.3

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell phonetically, drawing on phonemic awareness and spelling conventions. | | | | | | |
| L1.3 (Begins in Grade 2) | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

L1.4

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| <p>L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>level-appropriate reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> | | | | | | |

KYAE Common Core Standards for English Language Arts Grade 1

L1.5 – 1.6

| Standards | Primary Resource | | Supplemental Resource 1 | | Supplemental Resource 2 | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages | Resource Name and Publisher | Chapter and Pages |
| L1.5 With guidance and support from instructor, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them. | | | | | | |
| L1.6 Use words and phrases acquired through conversations, reading and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my dog Snuggles because she likes to curl up next to me because she feels safe</i>). | | | | | | |